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Children of Changing Families

a resource manual
for educators and
helping professionals

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Children of Changing Families

a resource manual
for educators and
helping professionals

A cooperative endeavor by:

Teacher Center of Missoula [sic] Teacher Center for montana
Montana Office of Public Instruction
Missoula County Superintendent of Schools

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Contents

Acknowledgements i

Acknowledgements ii

Preface iii

Chapter 1—Changing Families in Montana 1

Chapter 2—Family Changes: Separation, Divorce, Stepfamilies
- Part I. Exploring Attitudes 3
- Part II. Effects of Separation and Divorce on Children 3
- Part III. The Adjustment Process 5
- Part IV. Joint Custody 6
- Part V. Remarriage and Stepparenting 6
- Part VI. Implications 7

Chapter 3—Guidelines and Strategies
- Part I. Guidelines for Educators 9
- Part II. Strategies for Educators 11
- Part III. Working with Parents 12

Chapter 4—The School's Role
- Part I. Rights of Parents, Legal Issues and School Policy 15
- Part II. Training for Today's Families 16

Chapter 5—Referral Systems and Community Resources
- Part I. Kinds of Referral Services 19
- Part II. The Referral Process 20
- Part III. Resources Available in Montana 21

Chapter 6—Resources and References
- Part I. Books for Children and Adolescents 25
- Part II. Books for Parents and Children Together 31
- Part III. Books for Parents and Teachers 32
- Part IV. Articles for Professionals 35
- Part V. Journals 37

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Preface

One of the fastest growing concerns of today's child is the termination of his/her parents' marriage. This concern can contribute to the child's behavioral, emotional and learning problems which, in turn, become a concern of public schools as well as various agencies who are interested in the total child.

The Missoula County Superintendent of Schools sponsored and the Teacher Center of Missoula directed the ESEA Title IV-C project entitled "Children of Changing Families." This resource manual was developed under the project to heighten the awareness of educators to the effects and implications of divorce, separation and step-parenting on children.

This resource manual is the product of a concern shared by both educators and state agencies. Representatives of the Mental Health Division of the Department of Institutions, the Department of Health and Environmental Sciences, the Department of Social and Rehabilitative Services, and the Office of Public Instruction cooperatively served as the steering committee that guided the development of the resource manual.

It is our hope that this publication will assist Montana educators to deal more effectively with issues concerning changing families and ultimately to benefit the children of our state.

Steering Committee
Children of Changing Families

Chapter 1
Changing Families in Montana

Is the family unit vanishing? Not at all. The family is changing. Census reports show that in Montana as well as all around the country, more people live in families than ever before.

A family is defined as people of two or more generations who have genetic or legal ties and who live together. In earlier days, many homes contained extended family members—grandparents, cousins, aunts or uncles. Many orphans were either in institutions or on their own at young ages. Today, most children live with their own families and are most often placed in institutions only because of behavioral or emotional problems, not because they lack a family.

The makeup of families has changed considerably. Sociologists are well aware that over the past 40 years the extended family household (three generations) has evolved into the nuclear family (two generations). Less understood, however, are the varieties of nuclear families that now are common throughout the nation.

For one thing, divorces have created many single parent families, which are most often headed by the mother. Montana's divorce rate was 6.5 per 1,000 population in 1979. That year the state had 5,106 marital terminations (divorces and annulments) involving children under 18. Montana's divorce rate, though higher than the national average, ranks third lowest among the eight western states.[1]

An important statistical pattern that often is overlooked is the correspondence of high divorce figures with marriage and remarriage rates. Immediately after World War II, the divorce figures set new records, but so did marriage statistics. Again during the 1960's and 1970's, divorce rates rose significantly, but so did the rates of first and subsequent marriages until divorces began to outpace marriages in the late 1970's.

Another noteworthy effect is created by the economy. When times are hard, there is a tendency for fewer marriages to occur and for families to have fewer children. More importantly, couples tend to be older when they first marry which produces a positive effect. Older newlyweds are more stable partners and parents than are young couples (particularly teenagers who quit school to marry).

Surprisingly, the rate of marital terminations in the United States is the same today—just over 30 per 1,000 marriages—as it was 100 years ago. The difference is that in the late 1800's most marriages ended with the death of a spouse, usually because of childbirth complications or an epidemic disease. Today, a higher percentage of terminations are due to divorce.

The higher divorce rate has produced not only the single parent, but also many reconstituted families—those in which people with children from previous marriages form new unions. Also, a small but growing number of single adults are either adopting youngsters or giving birth to children outside of wedlock. In addition, parents in more and more families are both holding jobs which often causes these homes to exhibit many of the characteristics and problems of the single parent family.

What do all these changes mean for public education in Montana? Essentially, educators must learn to look at not only children but also their families from a functional viewpoint rather than from a stereotyped perspective. Teachers should realize that the memberships and the living patterns of their students' families may shift frequently. Still, educators can take heart from one fact: probably more children are now living with their own families than ever before in the state's history.

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[1]All statistics are from 1979, *Montana Vital Statistics,* pp. 54-56. This volume is available from Records and Statistics Bureau, Montana Department of Health and Environmental Sciences, Room C123, Cogswell Bldg., Helena, MT 59620.

Chapter 2
Family Changes:
Separation, Divorce, Stepfamilies

Part I: Exploring Attitudes

The old adage "you get what you expect" has been proven true in relation to a teacher's expectations and a child's classroom performance; therefore, teachers should avoid expecting problems simply because a child's parents are divorcing. Teachers should be aware of terms which portray stereotypic expectations of children in single parent families. These stereotypes include the viewing of these children as pitiable, disadvantaged and unloved as well as the viewing of alternate family structures as "broken," less desirable, or unnatural.

Teachers must also examine their own values and attitudes that may be conveyed either consciously or subconsciously to children because these attitudes may have serious effects on teacher-child interactions. Stress and/or crisis may be positive or negative, in a given situation, and can provide maturing opportunities for initiating positive changes and for developing effective coping mechanisms. Dealing with change realistically and avoiding a "doomsday" approach can have positive effects on a child's adjustment.

Part II. Effects of Separation and Divorce on Children

Research shows that the effects of separation and divorce on a child appear to be related to that child's developmental level and are, therefore, discussed specific to those levels.

Ages 2-3

Children who are two or three years old are affected in proportion to the amount of conflict and disorder in their lives. They frequently exhibit regressive behaviors such as thumb sucking or bed wetting and may employ attention-getting behaviors. For these children, their initial reaction to the divorce is not a predictor of later adjustment. Children who have difficulty adjusting are those who are central in their parents' struggle. The most effective aid for two and three year-olds is high quality, consistent care-giving. This consistent care helps to re-establish a sense of trust and security and can be provided by a parent, relative or professional.

Ages 3-5

Children between the ages of three and five generally have a more difficult adjustment because they are egocentric in nature. Therefore, these children frequently feel a sense of blame or responsibility for their parents' decision. They may deal with the situation through denial or fantasy—"Daddy's on a trip and will be back soon." Parents and teachers should realize that denial or avoidance of reality at the height of stress is healthy, and not predictive of later adjustment. When stress is lowered, these children can make appropriate adaptations to the changes in their lives. Another problem during this period is the fear of abandonment by their custodial parent. This is a very real fear, and parents must be aware of it, particularly where a child is left in a new care setting when a parent returns to work or school.

Ages 5-6

The initial adjustment for a five- or six-year-old child is often predictive of later adjustment. These children frequently react with anxiety, aggression, irritability, and phobias, and often search for attention. They may behave in certain ways to attempt to reunite their parents.

Ages 6-8

By school age, however, children show an increasing ability to build their own support systems. Primary children tend to use teachers in this regard, while older children rely on peers. Children who can cope successfully show increased maturity, independence, and responsiveness to the needs of others.

Ages 9-10

Children nine to ten years old can usually deal realistically with the effects of divorce although they may show feelings of hurt, anger, helplessness, and loneliness. Their fears tend to be very realistic. "Who will take care of me if something happens to Dad? Will we have enough money? Will Mom continue to love me?" They may attempt to protect and care for their parents by hiding their own feelings.

Adolescents

Reactions of teenagers include a fear of abandonment, rejection, or loss of love, as well as the interference with the establishment of personal identity and fear of failure in their own future marriages. However, most adolescents are aware of marital discord in their families and are relieved at its end. Abrupt dissolution leads to more difficult adjustment than an anticipated divorce.

Young adolescents experience more difficulties than older adolescents who may approach the situation with a more mature perspective. Regressive and hostile behaviors plus sexual acting-out have been noted in young adolescents. However, reactions will vary depending on the emotional environment of the home prior to divorce, the nature of the divorce, continued relationships with parents, and coping mechanisms available to the adolescent.

Part III. The Adjustment Process

During the process of separation, parents and children are adjusting to not only one but many changes occurring simultaneously in their lives.

One facet of adjustment is the grieving process. Both children and parents grieve for a relationship which is drastically altered and for expectations and dreams which will not be fulfilled. In dealing with their grief, both children and parents will experience many of the feelings Elizabeth Kubler-Ross describes in relation to death and dying: shock, denial, guilt, anger, bargaining, depression and adaptation. It is wise for professionals to be aware of these stages and lend support to the individuals at the stage they are in. Denying a person's feelings or attempting to change the stage the person is working through will hinder the adjustment process.

Adjustment also includes adapting to some very practical changes which occur as a result of separation or divorce. Financial change is a primary example of a factor which can necessitate monumental secondary adjustments. Loss of income may lead to changes in housing arrangements, lessening of recreational and social opportunities, changes in lifestyle and changes in the amount of time parents can make available to their children. Role stress, which occurs when an individual is forced to "wear many different hats," is another practical problem which requires adjustment.

One final fact regarding children's adjustment should be considered. Research indicates that a child's pattern of behavior may fluctuate from school to home to therapy and that there may be no relationship between the various displays of behavior. Therefore, it is critical to keep open lines of communication with parents as children may show the strain of coping in only one setting.

Part IV. Joint Custody

Joint custody is a legal alternative to the traditional sole custodial arrangement with visitation by the non-custodial parent. Schools should be cognizant of the impact joint custody may have on the legal rights of parents. Legal ramifications are further discussed in Chapter 4.

Joint custody gives both parents an equal voice in the child's upbringing, education, and general welfare. Parents are required to consult with each other regarding all important matters concerning the children. This does not imply that both parents are physically with the children for an equal amount of time. Full custodial rights are awarded to both parents.

Joint custody helps to keep the child's sense of trust intact. Research indicates there is a correlation between a child's self-esteem and his or her access to both parents.

Joint custody seems to benefit parents as well as children. Regular responsibility for child care increases a father's ability to provide physical and emotional structure for both his children and himself. Role stress, common among sole custody mothers, is reduced by joint custody.

Several factors are necessary for joint custody to be an effective alternative for families. The most critical factor is the parents' ability to put the needs of their children first. A second critical factor is the parents' ability to maintain continuity of care. Whenever possible, children's time with parents should be on a regular, consistent basis. As a child reaches school age, joint custody parents should be encouraged to live in the same district, so that the child can remain in the same school. Custody generally shifts to a 9-month/3-month basis when this is not possible.

Despite concerns by professionals regarding the effect of "being bounced from home to home," the majority of children in joint custody arrangements seem to adapt quite well. Children learn the rules which apply in each setting and value their continued interactions with both parents. Parents and teachers, however, should expect a period of readjustment as living arrangements change.

Part V. Remarriage and Stepparenting

Almost 80 percent of divorced adults remarry. This leads to a family arrangement called the stepfamily, often referred to as the blended, reconstituted or bi-nuclear family. The decision to remarry marks another crisis point for parents and children.

The basic difficulty of this period lies in confusion of family members regarding roles and responsibilities. Family members have no precedents for handling the new roles which they are expected to fulfill. Children must negotiate a changed relationship with their own parent as well as a new relationship with their stepparent and, possibly, siblings. They may experience jealousy or feel threatened or replaced. In addition, family members must integrate friends and kinship networks from the past.

Research indicates that divorced individuals who remarry tend to be as happy as never-divorced couples. The outcome for children may not be as positive, especially for adolescents. In addition to dealing with feelings of replacement by a marital bond which may not include them, adolescents must deal with sexual feelings toward the new parent and siblings.

Although families need to change in order to remain viable, they need a balance of stability to provide continuity. Parents can aid children's adjustments by remaining consistent in discipline, expectations and emotional support.

Part VI. Implications

The previous information can aid in helping teachers and other professionals make decisions regarding intervention. It is of extreme importance to distinguish between problems which may be situational or pragmatic and those which are pathological.

If problems are of a pragmatic nature (for example, the child comes to school without breakfast), some practical solutions can be offered. Teach the child to make a simple, yet nutrious breakfast. This may be a valuable lesson for all students.

If the problem is situational, educators can provide emotional support in helping children to cope and realize that their reactions are very natural and healthy. An example of a situational problem would be a four-year-old who begins bed wetting during the crisis period.

If a child's extremely intense reaction does not abate over a period of time or differs considerably from the reactions previously described, it may be pathological. A referral by the teacher would be appropriate.

It is important to remember that the family is a system wherein the behavior of each member affects the others. Children's long-term adjustment to separation and divorce is closely related to the parents' adjustments. Information, support and referral systems are necessary for parents as well as children. Open lines of communication will help children adjust and develop optimally by allowing parents and teachers to identify family changes that are affecting a child.

Chapter 3
Guidelines and Strategies

Part I. Guidelines for Educators

Educators can be most helpful to children of single parents in primarily two ways:

- by developing a broad and inclusive definition of "family" and by recognizing that the typical American family no longer consists of mother, father, daughter, son;

- by recognizing and dealing with the signs that warn of a crisis in a child's life.

In order to accomplish the former, close attention must be paid to each person's own biases and attitudes toward divorce. The image of the "broken home" does not facilitate the children's adjustments to the changes occurring in their lives. One of the worst biases to overcome is the assumption that children from single parent homes are likely to become problem children. Research shows that divorce, per se, does not necessarily cause psychiatric problems in children and that children living with unhappily married parents may be more likely to have psychiatric problems. Research also indicates that children with single parents mature faster because of the added home responsibilities.

Educators are urged to examine their own attitudes by asking themselves the following questions:

- Do we attach a stigma to separation and divorce?
- Do we automatically expect the worst when we learn that a child's parents are separating?
- Do we lower our expectations of the child's school performance when we learn that a child's parents have divorced?

- Do we recognize, and openly acknowledge, the strength and independence many children develop when they have learned to adjust to the changing status of their family?

Textbooks and other reading materials that are not discriminatory in their definitions of "family" should be carefully selected for the classroom. Look for hidden messages in the curriculum materials. Are all the materials centered around the "typical" family of a working father, stay-at-home mother, and two children? Only 7 percent of today's American families fit that stereotypic mold.

In addition, attention should be given to the ways in which home-school activities are labeled. A father-son basketball game may automatically exclude a large number of the boys in the classroom. The activity could easily be relabeled an adult-child basketball game. Schools should also be alert to less obvious, almost automatic practices. "Please take this announcement home to your parents" can just as easily become "Please take this home to your mother or father." A class activity of making Mother's Day cards may arouse feelings of inadequacy in children who do not have a mother to whom they can send a card. This does not imply that Mother's Day cards should not be made in school; however, teachers need to be sensitive to the situation. Children without mothers could make a card for a "special grown-up" instead.

Educators need to understand that while birthdays, Mother's Day, Father's Day, Christmas, etc., are generally family holidays, they need to be addressed by schools in a way that is relevant to today's families. As a home goes through the stages from the American dream home through the broken home to the reshaped-reconstructed home, the stages are mirrored in children's behavior. For schools not to recognize and understand the problems of each stage is no more disastrous than a failure to recognize the potential joys of a successfully reconstructed home. As one child expressed it, "I get two birthdays, two Christmasses, two homes, two sets of toys, four grandmas and four grandpas."

Single parents have made the following suggestions for educators concerning ways they can help meet the needs of single parent families:

- Provide optional times and places for parent-teacher conferences (e.g., evening conferences).
- Arrange for child care during school parent-teacher conferences or parent related school activities. The high school home economics class or the student council may set up a child care service while the parents participate in school activities.

- Recognize that homework supervision becomes an increased problem for children living in single parent homes. Educators could urge both custodial and non-custodial parents, as well as after school providers, to set aside a time and place for homework.
- Make provisions for non-custodial parents to receive information about their children. Both parents should be encouraged to continue their involvement in their children's education. In most cases, school records and reports may be made available to non-custodial parents unless a court order is issued restraining the school.
- Do not assume that children from single parent families will have difficulty in school. Be prepared, however, to offer support to children whenever they need it; this may be several years after their parents' separation.

Part II. Strategies for Educators

Parents may be reluctant to inform school personnel that a divorce is pending or has occurred. Educators must be sensitive to the signs and symptoms demonstrated in the classroom which indicate a crisis in a child's life. It is important to recognize that any noticeable change in behavior probably reflects some emotional turbulence or stress in the child's life. The importance of appropriate intervention at this time cannot be underestimated, but the nature of the intervention need not be complex. As children of divorce have indicated, support and genuine concern are the most important things a teacher or counselor can offer. This may be as simple as exercising patience, understanding and attentive listening.

In addition to offering emotional support to children, a more structured approach may be taken. Many counselors around the country are offering support groups for children who have experienced, or are in the process of experiencing divorce, separation or the loss of a parent. Groups should be small, generally having no more than ten children. Each child should have the choice of actively participating or listening. Two basic rules for groups are: (1) everyone who wishes to speak gets a turn, and (2) the group listens to everyone. Active listening skills are critical. It is essential for the groups to be supportive and non-judgmental.

Classroom teachers are in the unique position of being able to reach all children, not just those who volunteer to participate in a support group. Group discussion and bibliotherapy in the classroom are two useful techniques which provide coping skills to children who have not experienced divorce, as well as therapeutic value for those who already live in single parent or remarried families. Bibliotherapy is the use of children's

literature to provide a process in which children can obtain help with developmental concerns by being able to identify with characters in the stories and gain some insight into their own lives. The books used in bibliotherapy must be carefully selected, and the discussions must be carefully formulated. Follow-up activities, such as role playing or play therapy, are useful to help children deal with emotions and feelings presented by the written material. (See bibliography for suggested books.)

Group discussion should also be handled carefully. Educators must guard against invading the privacy of the home while, at the same time, providing a supportive and accepting atmosphere in which children are encouraged to share their feelings.

Other approaches which may be especially helpful when working with children of changing families include values clarification exercises, affective education curricula and activities to enhance children's self-concepts. It is critical for teachers to remain consistent in their expectations for children, as the classroom may be the only consistent area in a child's rapidly changing life.

Part III. Working with Parents

In addition to providing support for the children, educators may be effective in providing support and guidance for parents. It is important to recognize that helping the parent will ultimately help the child. Educators can help parents understand the impact of their actions on their children. The following are guidelines for school personnel to share with concerned parents upon request:

- Children deserve an explanation as to why the divorce is occurring. Specific details are not necessary; however, the explanation of feelings are important. Children should be assured that the divorce is not their fault. Guilt is a very common feeling among children experiencing their parents' divorce.
- Children should have all possible information about the new family living arrangements (e.g., where the non-custodial parent will be living, where the children will be living, when they will be able to visit the non-custodial parent, etc.).
- Visitation is extremely important. Even though the transition from one household to the next may be difficult, it is essential that a child stay in contact with both biological parents. Visitation should be planned and regular, even if it must be infrequent. Children suffer extreme disappointment when a parent fails to follow through with a visitation.

- It is highly destructive to a child's self-concept to hear one parent degrade the other. Encourage parents to talk with their children about their honest, personal feelings concerning the divorce without openly criticizing the absent parent.

In addition to providing information on guidance, educators can support parents by:

- being good listeners, refraining from giving advice and referring parents to professional counseling services when appropriate;
- communicating with parents in positive, supportive ways that help to alleviate stress;
- realizing that, due to other stresses, parents may not be able to attend to parenting as well as you or they might like;
- providing opportunities for parents to meet informally in order to share problems and solutions;
- encouraging parents to take time for themselves, as this will enhance their relationship with their child;
- alleviating guilt by assuring parents that a stable single parent home enhances their child's development more effectively than a conflict-ridden two parent home.

This chapter has presented specific strategies that school personnel may utilize in working with children and adolescents of changing families. As previously stated, support and genuine concern are perhaps the most important things educators can offer. Non-judgmental and caring attitudes will appreciably help children adapt to the changes in their lives.

Chapter 4

The Schools' Role

Part I. Rights of Parents, Legal Issues and School Policy

The transition of the traditional two parent family evolving into varied family constellations holds numerous implications for schools as well as other child care providers. Many legal issues involving the rights of parents in today's changing families remain untested as they pertain to schools. The purpose of this chapter then becomes not to issue a definitive legal opinion, but to broaden the awareness of school professionals concerning potential legal questions in order that schools, through policies, can take an active position.

Children in today's schools may come from families of varied compositions, such as traditional two parent families, two parent families with a custodial and non-custodial parent, joint custody families where custody is shared between divorced parents, single parent families where the rights of one parent have been terminated, and the foster family where the child resides with neither natural parent. Within each of the above mentioned families there also exists the possibility of a stepparent relationship.

The legal questions for schools usually involve many issues. Who is responsible for granting specific permission concerning special testing and participation in school activities? Which parent should be notified regarding school performance, teacher conferences and school activities? Which parent's permission should be requested for any potentially controversial school activity such as corporal punishment and sex education?

It is difficult to secure a legal response to each "which parent" issue, and it may be wise for schools to be guided by the 1981 Montana legislature's statement (MCA 40-4-222) concerning the legislative intent of laws pertaining to child custody, specifically joint custody. It states, "The legislature of the State of Montana finds and

declares that it is the public policy of this state to assure minor children frequent and continuing contact with both parents after the parents have separated or dissolved their marriage and to encourage parents to share the rights and responsibilities of child rearing . . .." For purposes of this discussion, "to encourage parents . . ." becomes the common sense guide for schools. Conversely, this can be viewed to mean that all school policies relating to parent/school interaction should be reviewed in order that they do not discourage divorced parents from sharing in the responsibilities of child rearing. Policies which relate to notification of parents about conferences, issuing of evaluation statements (report cards), parent permission and general school philosophy statements should all be reviewed by this criterion.

As a general guide, schools should be reminded that the legal custodial parent should sign student documents requiring legal parental consent. However, in the case of joint custody, the parent who has educational rights within the divorce decree should sign. If the divorce does not specify educational rights, and the parents are in conflict on a particular school issue, school districts need to notify parents that the conflict must be resolved.

The 1981 Montana legislature also enacted MCA 40-4-225, a clear statement as to the non-custodial parent's rights of access to school records "Notwithstanding any other provision of law, access to records and information pertaining to a minor child, including but not limited to . . . school records, may not be denied to a parent because such parent is not the child's custodial parent." Therefore, a custodial parent wishing to prevent the school from sending student record information to the non-custodial parent would need to present a court order restraining that access.

The non-custodial parent's right of access to school records does not imply that schools must track down the non-custodial parent to send copies of all school records. However, through a school publication or the local newspaper, the school can request non-custodial parents to contact them if they wish to receive copies of school records such as report cards and parent conference notices.

Despite the extra paperwork involved, active participation of both parents in a child's education is most beneficial to the child and ultimately to the school.

Part II. Training for Today's Families

It is important for schools to adopt as a matter of policy a commitment to providing school personnel the opportunity to increase their skills in understanding children from changing families. Inservice training should be allowed and encouraged. Some of the best

training resources exist within every Montana community—the families themselves. If at a loss for training resources, local parent support groups or human service agencies can be contacted.

For current independent education, the following books may be helpful:

1. Allers, Robert D., *Divorce, Children and the School,* Princeton Book Co., 1982.
2. Luepnitz, Deborah Anna, *Child Custody, A Study of Families After Divorce,* Lexington Books, 1982.
3. Ricci, Isolina, *Mom's House, Dad's House,* MacMillan Publishing Co., 1980.

All families, regardless of their makeup, are "real" families, and the members should be treated accordingly. A school professional may find that the majority of students in a class are from families in some stage of transition—some successful, some not. The role of the school, however, should remain non-judgmental, supportive, and caring.

Chapter 5
Referral Systems & Community Resources

Although many services exist to help Montana families and children with special needs, people often do not know how to seek the help they require. Teachers can bridge the gap. They are in an excellent position to advise parents and to make referrals because, more than anyone else, they work intensively with the school-aged children of a community.

Occasionally, a teacher may need to advise the parent that a special need or problem of the child has been observed and that a suitable agency or program can help. At other times, a parent needing help in dealing with a particular situation will seek the advice of the school.

Most often, however, school personnel will need to assess carefully both the problem and the family's readiness to receive help. To be able to match a particular family with a specific resource, educators must know what services are available in the community. For example, no single profession or agency has been designated to conduct marriage and family counseling in the state. Thus, school personnel must know which local clergymen, mental health staff, or professionals in private practice do family treatment, and what methods they use. In districts where counselors are available, teachers and principals may refer families to the school counselor who assists with referrals to outside agencies.

Part I. Kinds of Referral Services

In-House Services

In-house services are a school district's specialized programs and services, exclusive of

its regular instruction, sports, and social activities. School counseling, remedial instruction, and gifted/talented programs are examples.

Informal Services

Informal services comprise assistance provided by other family members, neighbors, friends, and mutual self-help efforts that do not involve formal agencies and programs, for example, parents from several families who organize a rotating babysitting arrangement among themselves on a barter basis. Informal services are particularly worthwhile when few formal progams exist in a community, when there is a need to tailor a service to specific needs, or when it is necessary to reduce costs to the recipients.

Formal Services

Formalized services are provided by agencies and programs whose staffs include professionals and specialists. In contrast to informal assistance, agencies usually make programs available on a regular basis, provide trained staff, and can be held accountable for the quality of their services.

Part II. The Referral Process

Needs Assessment

Persons making referrals should first determine the problem of the child or parent, then evaluate the client's motivation and readiness to receive help, then consider the family's particular style of utilizing assistance. Some families, for instance, may go willingly to their minister for counseling and therapy but may mistakenly view a mental health center as a place only for the "insane." Some families resent outside help but seek the assistance of their own circle of family, friends, or church members. Others prefer to rely on outside experts and authorities for advice and counsel.

Selection of Resources

Teachers should refer families to:

a. *In-house services,* if they are available within the school.
b. *Informal services,* if they are dependable and accommodate the family's style for using help.
c. *Formal services,* when specialized help is needed and the family is ready to utilize it.

Referral Steps

The referrant should:

a. Describe the resource to the family.

b. Take one of the following actions:
   1. Make an appointment with the agency.
   2. Send the family to the agency.
   3. Go with the family to the referral agency.
   4. Have the referral source contact the client.

Follow-up Steps (if warranted)

In some cases, it is desirable to learn whether the family used a service and the result, particularly if the performance of a school child is involved. The follow-up provides a way to assess the effectiveness of the services the family received.

Part III. Resources Available in Montana

Agency Resources

Some services are available in many communities statewide. Most, if available, are listed in telephone directory white pages. The more frequently used services are:

Big Brothers and Sisters (many larger communities)
Campfire (serves boys and girls)
Catholic Social Services (regional offices in larger towns)
Chambers of Commerce (all county seats; CCs have listings of all local organizations)
County Social Services and Economic Assistance Programs (under county telephone listings)
Family Planning (also listed as Planned Parenthood)
Florence Crittenden Home (in Helena; offers residential services to pregnant teenagers from Montana communities)
Head Start
Health Department (offers child immunizations, nutrition, stress management training, parenting classes; telephone listing under county)
Health Information Clearinghouse (covers most of western Montana; telephone outside Missoula area: 1-800-332-5759)
Home Health Agencies (most larger communities; may be located within county health department or local hospital)
Job Service
Lutheran Social Services (regional offices in larger towns)
Parents Without Partners, Inc.

Regional Community Mental Health Centers (five regional centers, with many satellite offices around the state)
Singles groups (vary in title and function)
Social and Rehabilitation Services (SRS) (rehabilitation, child welfare, veterans and other social services; under state telephone listings)
Support groups (vary in title and function)
Women's groups (vary in title and function)
YMCA
YWCA
Youth Court

Resource Guides

Community Education Personnel & Resource Directory
Office of Public Instruction
1300 11th Avenue
Helena, MT 59620
1-800-332-3402

Montana Human Services Directory: 1980 Edition ($10)
Montana State University Bookstore
Student Union Building
Bozeman, MT 59717

Developing a Local Resource Guide

Educators may wish to develop a directory of resources containing specific information about local services and contact people. Such a directory may be useful because the range and mixture of services varies greatly from one community to another. Self-help and support groups for single parents and divorced persons, for example, are organized quite differently in different locales.

The sample form, on the next page, may be reproduced in quantity to make a resource guide. The following are definitions of the terms included.

Category. The general type of service offered by the organization listed on that form page (examples: counseling; day care; divorced support group).
Program. The official title of the service agency (examples: Bitterroot Counseling Services, Lake County Health Department).
Contact Person. The agency representative who should be directly contacted.
Address. The agency's mailing and office addresses (if they are different, list both).
Telephones. Office, answering service, and home telephone numbers (list all, if appropriate).

Category _____

RESOURCE GUIDE FOR CHILDREN AND FAMILY SERVICES

PROGRAM/ORGANIZATION	CONTACT PERSON	ADDRESS(ES)	TELEPHONE NUMBERS

Chapter 6
Resources & References

Part I. Books for Children & Adolescents

Adams, Florence. *Mushy Eggs.* Illus. Marilyn Hirsch. New York: Putnam's, 1973, ages 3-8. Here is a story of a family managing after a divorce. The mother functions well, and the children are cooperative and understanding.

Agle, Nan Hayden. *Susan's Magic.* Illus. Charles Robinson. New York: Seabury Press, 1973, ages 7-11. Susan's parents are divorced. Her father seems to be uncaring but not unkind. The mother is weak and over-protective.

Arundel, Honor. *A Family Failing.* Nashville: Thomas Nelson, 1972. Pb. Scholastic, ages 11-up. A young girl must accept the fact that her parents are individuals, not just parents,when they separate after family difficulties.

Bawden, Nina. *The Runaway Summer.* Philadelphia: Lippincott, 1969, ages 9-11. Mary's parents are getting divorced. They do not really care about her, so they send her to live with her grandfather and aunt. Mary meets friends, is happy, and decides to live there permanently. She realizes that for her, her parents' divorce was not a calamity.

Berger, Terry. *A Friend Can Help.* Photographs by Heinz Kluetmeier. Milwaukee: Advanced Learning Concepts and Children's Press, 1974, ages 7-10. A simple book, but very helpful and reassuring. The photographs clearly reflect the characters' emotions. Susan, a friend, helps considerably with understanding and companionship.

Berger, Terry. *How Does it Feel When Your Parents Get Divorced?* Julian Messner, 1977, elementary level. This story deals with a 12-year-old girl's reaction/fears regarding divorce.

Blue, Rose. *A Month of Sundays.* Illus. Ted Lewin. New York: Franklin Watts, 1972, ages 8-10. When Jeff's parents divorce, Jeff moves to New York with his mother. A useful book for children who feel that divorce and a change of life style signal the end of their world.

Blume, Judy. *It's Not the End of the World.* New York: Bradbury Press, 1972. Pb. Bantam, ages 10-12. Karen's parents go through a divorce. Karen and her sister and brother react normally. They try to get their parents back together; they worry about whether or not their parents love them; they worry about their welfare.

Brooks, Jerome. *Uncle Mike's Boy.* New York: Harper & Row, 1973, ages 10-up. Pudge's parents are divorced; both have personal problems. The plot is complicated but exposes the problems many children must face when their parents divorce.

Cleaver, Vera and Bill. *Ellen Grae.* Illus. Ellen Raskin. Philadelphia: Lippincott, 1967, ages 9-11. Ellen Grae's parents are divorced; she lives with the McGruders during the school year. Her parents love her, but neither one can assume responsibility for her. In this book, it is demonstrated that no adult completely understands Ellen Grae but that she will endure nevertheless.

Cleaver, Vera and Bill. *Lady Ellen Grae.* Illus. Ellen Raskin. Philadelphia: Lippincott, 1968, ages 9-11. In this book Ellen Grae is sent to live with an aunt in order to acquire the social graces. Attempts at imposing conventional behavior on Ellen Grae fail, and she returns happily to the McGruders. Her parents love her, although her mother seems less concerned about her than her father does . The relationship is an unusual but operational one.

Clymer, Eleanor. *Luke Was There.* Illus. Diane de Groat. New York: Holt, Rinehart and Winston, 1973, ages 8-12. Julius' mother has been married and divorced twice. He and his half-brother, Danny, are sent to an institution when their mother becomes ill. Luke, a sensitive counselor, serves as a positive force in the boys' lives.

Corcoran, B. *Hey, That's My Soul You're Stomping On.* New York: Atheneum, 1978. A pre-teen girl spends the summer with her grandparents due to her parents' separation. The book discusses her feelings and the difficulties of growing up.

Eichler, Margaret. *Martin's Father.* Illus. Beverly Maginnis. Chapel Hill, NC; Lollipop Power, 1971, ages 3-7. Martin and his father live together. The story describes the commonplace daily activities that the two engage in together. A gentle, matter-of-fact presentation.

Gardner, Richard A., M.D. *The Boys and Girls Book About Divorce.* Illus. Alfred Lowenheim. New York: Science House, 1970. Pb. Bantam, ages 10-up. Written by a psychiatrist for children, this book discusses a child's feelings toward divorce, uses of anger and love, reactions toward working mothers and stepparents, and provides many practical suggestions for adjustment to the new situation. The book assumes that children live with their mother.

Gardner, Richard A., M.D. *The Boys and Girls Book About Stepfamilies.* New York: Bantam Books, 1982, ages 10-up. Written by a psychiatrist for children, this book discusses the issues of stepfamilies. It provides suggestions for learning to live in the new situation.

Goff, Beth. *Where Is Daddy? The Story of a Divorce.* Illus. Susan Perl. Boston: Beacon Press, 1969, ages 4-7. A little girl who cannot understand her parents' divorce blames herself, and she is afraid that her mother won't come back whenever she goes off to work. Gradually her mother and grandmother help her to accept the new situation and not to blame herself for the divorce.

Greene, Constance C. *A Girl Called Al.* Illus. Byron Barton. New York: Viking, 1969, Pb., ages 11-up. Alexandra's mother and father are divorced. She puts on a show of not caring but is unhappy. Her father sends her money but no love; she keeps looking for substitutes for him.

Gripe, Maria. *The Night Daddy.* Illus. Harold Gripe. New York: Delacorte Press, 1971, Pb. Dell, ages 8-up. This is the story of the friendship between a girl and a writer who is hired to stay with her at night while her mother works as a nurse. The setting is Sweden.

Hazen, Barbara S. *Two Homes to Live In.* New York: Human Sciences Press, 1978, ages 8-up. A little girl explains how she came to terms with her parents' divorce.

Jayarti, Amber. *Silas and the Mad-Sad People.* Stanford, CA: New Seed Press, 1981, ages 4-8. Silas Rain Rivers reacts to his parents fighting and separation with sadness and anger. Silas' parents help him cope with his feelings.

Johnson, Annabel and Edgar. *The Grizzly.* Illus. Gilbert Riswald. New York: Harper & Row, 1964. Pb. Scholastic, ages 9-up. David has nightmares about his father. He has not seen his father for a long time and is afraid of him. David learns to like his father and brings his separated parents back together again. This solution may raise hopes that parents will get back together again.

Kerr, M.E. *The Son of Someone Famous.* New York: Harper & Row, 1974, ages 12-up. Adam's father has been twice married unsuccessfully. The father's relationships with women are dreadful. Adam's problems are caused not by the fact of divorce but by the problems that he and his parent have among themselves.

Kindred, Wendy. *Lucky Wilma.* New York: Dial Press, 1973, ages 4-8. Wilma and her father, Charlie, spend every Saturday together. At the end of each Saturday, Wilma goes home to her mother. The book demonstrates that children need not be miserable because of parents' divorcing.

Klein, Norma. *Taking Sides.* New York: Pantheon, 1974, ages 9-up. After her parents' remarriage and second divorce, Nell and her brother live with their father in New York. The book consists of the observations and reflections of Nell as her life changes and progresses. This book is one of the few in which there is the recognition that the father may be better at nurturing children than the mother is.

LeShan, E. *What's Going to Happen to Me? When Parents Separate or Divorce.* New York: Four Winds Press, 1978. Elementary and middle grades. This story is a factual account of events which happen before, during and after a divorce.

Lexau, Joan. *Emily and the Klunky Baby and the Next-Door Dog.* Illus. Martha Alexander. New York: Dial Press, 1972, ages 3-8. A little girl resents her little brother and is upset that her divorced mother cannot pay more attention to her, so she attempts to run away to her father's house.

Lexau, Joan. *Me Day.* Illus. Robert Weaver. New York: Dial Press, 1971, ages 3-8. Rafer has an unhappy birthday until his divorced father comes to spend the whole day with him as a surprise. The reader gets the feeling that the father does not really care about his family.

Mann, Peggy. *My Dad Lives in a Downtown Hotel.* Illus. Richard Cuffari. Garden City, NY: Doubleday, 1973. Pb. Avon, ages 8-12. Joey blames himself for his parents' divorce; but after spending time with his father, talking more with his mother, and finding a friend who also has no father living at home, Joey accepts the situation more happily.

Mazer, Harry. *Guy Lenny.* New York: Delacorte Press, 1971. Pb. Dell, ages 9-12.Twelve-year-old Guy feels betrayed by his father, who wants to marry another woman rather than keep him. Guy eventually must live with his mother, who has come back to get him after having deserted him about seven years before. This story presents realistic dilemmas for families involved in divorce.

Mazer, Norma Fox. *I, Trissy.* New York: Delacorte Press, 1971. Pb. Dell, ages 9-12. The story of an imaginative girl who blames her mother for her parents' divorce. Eventually she begins to see herself and each of her parents in a realistic, individual light. Her parents' understanding provides a base for her to build a more mature and responsible way of behaving.

Newfield, Marcia. *A Book for Jodan.* Illus. Diane de Groat. New York: Atheneum, 1975, ages 7-11. Jodan is heartsick at her parents' divorce. Though they both reassure her that they love her, she is very unhappy. She and her mother move to California; her father remains in Massachusetts. This story demonstrates the effort that goes into a constructive relationship.

Norris, Gunilla. *Lillian.* New York: Atheneum, 1968, ages 8-12. Lillian's parents divorce, and she is afraid her mother will stop loving her now that she is so busy with her job. With her mother's help, Lillian grows more self-reliant, self-confident, and less fearful.

Paris, Lena. *Mom is Single.* Chicago: Children's Press, 1980, ages 9-up. A young boy describes some of the good and bad aspects of living with his single working mother.

Pevsner, Stella. *A Smart Kid Like You.* New York: Seabury Press, 1975, ages 9-up. Nina's parents are divorced. She discovers when she enters junior high that her math teacher is her father's new wife. She and her friends harass the teacher until good sense prevails. Nina's father helps her adjust to a new situation. A realistic view of the dilemmas arising from divorce and remarriage.

Platt, Kin. *Chloris and the Creeps.* Philadelphia: Chilton, 1973. Pb. Dell, ages 12-up. Chloris cannot accept her parents' divorce or her father's subsequent suicide. She is hateful and destructive to her mother, her mother's new husband, and their home because she thinks of her father as a kind of superman. Through therapy, sensitive response, and patience, Chloris' mother, sister and stepfather nurture her back to a positive set of behaviors.

Richards, Arlene and Irene Willis. *How To Get It Together When Your Parents Are Coming Apart.* New York: Bantam Books, 1977. This book is geared toward teenagers and is especially strong in the section dealing with questions of custody.

Robson, Bonnie. *My Parents Are Divorced, Too.* New York: Everest House, 1979, adolescents. Teenagers talk about their experiences and how they learned to cope.

Rofes, Eric (Ed). *The Kids' Book of Divorce: By, For and About Kids.* Lexington, MA: Lewis Publishing Co., 1981. This book is written by pre-teens and discusses personal feelings, experiences and issues that should be considered by children with divorced parents.

Sachs, Marilyn. *The Bear's House.* Illus. Louis Glanzman. Garden City, NY: Doubleday, 1971, ages 9-12. When Fran Ellen's father deserts the family, her mother totally collapses. The elder brother assumes direction of the family, but it does not work. Eventually a teacher, recognizing the extremity of the situation, takes steps to salvage their lives.

Sinberg, Janet. *Divorce is a Grown-Up Problem.* New York: Avon Books, 1978, ages 4-up. The book is designed to help a child understand what has happened to his/her family. It is a lap book, one to be read aloud by a parent.

Sitea, Linda. *Zachary's Divorce,* pp. 124-27 in *Free to Be You and Me.* New York: McGraw-Hill, 1974, all ages. The aftermath of divorce is described through the eyes of Zachary, a young boy. He feels as if he has been divorced, although his mother assures him that it is his parents who divorced each other. Zachary's mother is supportive, understanding, and coping.

Stanek, Muriel. *I Won't Go Without a Father.* Illus. Eleanor Mill. Chicago: Albert Whitman, 1971, ages 6-9. Steve is angry and jealous of anyone who has a father, but, with the support of his uncle and grandfather, he learns to become less defensive and more accepting of his family situation. He also recognizes that he is not alone in this situation.

Stenson, Janet Sinberg. *Now I Have a Stepparent and It's Kind of Confusing.* New York: Avon Books, 1979, ages 4-up. The book is designed for parents and stepparents to read to or with their children. It was written to help children, parents, and stepparents better understand some of the issues they face.

Stolz, Mary. *Leap Before You Look.* New York: Harper & Row, 1972. Pb. Dell, ages 12-up. Jimmie adores her father before her parents' divorce and resents his remarriage afterward. Living with her mother, brother, grandmother and aided by her friend Chris, who is bothered by several divorces in her family, Jimmie gradually adjusts and reconciles herself with her father.

Surowiecki, Sandra Lucas. *Joshua's Day.* Chapel Hill, NC: Lollipop Power, 1972, ages 3-6. Joshua, who lives with his mother, goes to a day care center while his mother works. She is coping well without a husband, and Joshua seems fine.

Thomas, Ianthe. *Eliza's Daddy.* New York: Harcourt Brace Jovanovich, 1976, ages 8-up. The story of a young girl who decides to meet her Daddy's daughter in his new marriage.

Wagner, Jane. *J.T.* Photographs by Gordon Parks. New York: Van Nostrand Reinhold, 1969. Pb. Dell, ages 8-13. J.T. reacts very destructively to his father's departure. His mother tries to maintain the family but has difficulties. A cat, his grandmother, and the sympathetic storekeeper help set J.T. back on a constructive track.

Zolotow, Charlotte. *A Father Like That.* Illus. Ben Shecter. New York: Harper & Row, 1971, ages 3-8. A little boy, whose own father "went away" before he was born, tells his mother his dreams of the ideal father. His mother replies that, in case he never gets that father, he can be that father someday. The boy uses his fantasy to inform his mother about the things she does that bother him.

Part II. Books for Parents & Children Together

Grollman, Earl. *Talking About Divorce. A Dialogue Between Parent and Child.* Boston: Beacon Press, 1976, K-young adult.

Hazen, Barbara Shook. *Two Homes to Live In.* New York: Human Sciences Press, 1977, grades 4-8. A child's eye view of divorce.

Sinberg, Janet. *Divorce is a Grown-up Problem.* New York: Avon, 1978. For young children and their parents.

Stein, Sarah. *On Divorce.* New York: Walker & Co., 1979. Part of the "Open Family Series" of books for parents and children together.

Part III. Books for Parents & Teachers

Atkin, Edith and Estelle Rubin. *Part-Time Father.* New York: Signet Books, 1977. An excellent book for fathers who have visitation rights.

Berman, Claire. *Making it as a Stepparent: New Roles/New Rules.* New York: Doubleday and Co., 1980. A down-to-earth, practical book dealing with such topics as "The Blended, Merged, Combination, His and Hers Stepfamily," "S-E-X," "The Visitors or Weekend Family."

Bessell, Harold and Palomares Uvaldo. *Methods in Human Development—Theory Manual.* Magic Circle Materials, San Diego, CA: Human Dev. Training Institute, 1973.

Borba, Michelle and Craig. *Self-Esteem: A Classroom Affair. 101 Ways to Help Children Like Themselves.* Minneapolis, MN: Winston Press, 1978.

Briggs, Dorothy. *Your Child's Self-Esteem.* NY: Doubleday, 1970.

Canfield, Jack and Harold Wells. *101 Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents.* Englewood Cliffs, NJ: Prentice-Hall, 1976.

Cassidy, Robert. *What Every Man Should Know About Divorce.* Washington, D.C.: New Republic Books, 1977. Offers practical advice and emotional support for the divorced man.

Committee on the Family: Group for the Advancement of Psychiatry. *Divorce, Child Custody and the Family.* San Francisco: Jossey Bass Inc., 1981. Research and legal issues around divorce and custody.

Despert, J. Louise *Children of Divorce.* Garden City, NY: Doubleday, 1962. Pb. Points out ways of safeguarding the children; advises parents; discusses problems and lists resources.

Dinkmeyer, D. *Developing Understanding of Self and Others (DUSO).* American Guidance Service, Circle Pines, MN. K-4 program, revised 1982.

Galper, Miriam. *Joint Custody and Co-Parenting.* Philadelphia, PA: Running Press, 1980. Gives author's experiences and tips regarding ways to establish joint parenting of children despite divorce.

Gardner, Richard A., M.D. *The Parents' Book About Divorce.* New York: Bantam Books, 1977. A practical,helpful book which includes a discussion of joint custody.

Gatley, Richard H., Ph.D. *Single Father's Handbook.* New York: Anchor Books, 1979. The assumption in this book is that fathers are separated from their children as well as from their wives. It is a helpful guide on how to be with your children on a part-time basis.

Gettleman, Susan and Janet Markowitz. *The Courage to Divorce.* New York: Ballantine Books, 1975. An excellent book which challenges assumptions about divorce made by mental health professionals, the courts, and the media.

Gordon, Thomas. *Parent Effectiveness Training.* NY: Peter Wyden, 1970.

Gordon, Thomas. *Teacher Effectiveness Training.* NY: Peter Wyden, 1974.

Grollman, Earl E. (ed.). *Explaining Divorce to Children.* Boston: Beacon Press, 1972. Compilation of articles about divorce. Includes different experts' social and religious points of view and one chapter on explaining divorce to children.

Haley, B. "The Fractured Family in Adolescent Literature," *English Journal,* Vol. 63, No. 2 (Feb, 1974), pp. 70-72. An annotated bibliography of books for adolescents concerning adolescents who have single parents because of death, divorce, or separation.

Harmin, Merrill, Howard Kirschenbaum and Sidney Simon. *Clarifying Values Through Subject Matter: Applications for the Classroom.* Minneapolis, MN: Winston Press, 1973.

Klein, Carole. *The Single Parent Experience.* New York: Walker, 1973. Pb. Avon. Discusses the person who is a single parent by choice. Considers the situation of single parenthood objectively and realistically.

Krantzler, Mel. *Creative Divorce: A New Opportunity for Personal Growth.* New York: New American Library, 1975. Outlines a process from the death of a relationship, through a period of mourning, to an ultimate rebirth of the individual.

Mindey, Carol. *The Divorced Mother.* New York: McGraw-Hill, 1969. Writes as a divorcee from her own experiences as well as from reading. Poses questions for women to consider concerning their lives after divorce; provides several sources of information and help.

Polliwog: A Personal Development Program with Values and Reading Readiness Skills for Young Children. Minneapolis, MN: Winston Press, 1976.

Roman, Mel and William Haddad. *The Disposable Parent: The Case for Joint Custody.* New York: Holt, Rinehart and Winston, 1978. This book is geared to parents as well as to professionals in the legal and counseling fields and speaks to the need for changes in the legal system to support joint-custody arrangements.

Salk, Lee. *What Every Child Would Like Parents to Know About Divorce.* New York: Harper and Row, 1978. Information to help parents undergoing a separation or divorce deal effectively with their children.

Schlesinger, Benjamin. *The One-Parent Family Perspectives and Annotated Bibliography.* Toronto: University of Toronto Press, 1969. Contains several essays on single parents and their situation. Valuable primarily because of extensive annotated bibliography.

Simon, Sidney, Leland Howe and Howard Kirschenbaum. *Values Clarification: A Handbook of Practical Strategies for Teachers and Students.* NY: Hart, 1972.

Spivack, G. and M. Shure. *Social Adjustment of Young Children: A Cognitive Approach to Solving Real-Life Problems.* San Francisco: Jossey-Bass, 1974.

Steinzor, Bernard. *When Parents Divorce.* New York: Pantheon, 1969. Pb. Pocket Books Talks about the advantages that divorce brings to children and makes suggestions about the separation agreement concerning the children. Suggests practical ways of carrying out the divorce agreements and gives direct advice for maintaining relationships.

Stevens, J., and M. Mathews, eds. *Mother/Child, Father/Child Relationships.* Washington, D.C.: National Association for the Education of Young Children, 1978. Includes reviews of research regarding father absence, divorce, bonding, etc.

Turow, R. *Daddy Doesn't Live Here Anymore.* Garden City, NJ: Anchor Books, 1978. Discusses the emotional effects of divorce upon children and suggests ways of helping them adjust to a disrupted family situation.

Wallerstein, Judith S. and Joan Berlin Kelly. *Surviving the Break-up: How Children and Parents Cope with Divorce.* New York: Basic Books, 1980. This big book is the result of a five-year post-divorce study of 60 families in California. The authors found that the adjustment of the child depends more on what happens after the divorce than in the pre-divorce family.

Wheeler, Michael, *Divided Children: A Legal Guide for Divorcing Parents.* New York: W.W. Norton, 1980. This book deals primarily with the legal aspect of custody.

Wolf, Anna W.M., and Lucille Stein. *The One Parent Family.* Public Affairs Pamphlet 287. Public Affairs Committee and the Child Study Association of America, 1959. Presents problems of the single parent in the form of questions. Then considers solutions and advice. Advice is sensible and free of guilt-laying. Useful even now, seventeen years after publication.

Women in Transition, Inc. *Women in Transition: A Feminist Handbook on Separation and Divorce.* New York: Charles Scribner's Sons, 1975. Comprehensive guide covering emotional supports, children in transition, what the law says, the economic realities of separation and divorce, education resources, mental health, physical health care, and consumer protection information.

Woolley, Persia.*The Custody Handbook.* New York: Summit Books, 1979. A comprehensive survey of all child custody arrangements. Ms. Wooley clearly prefers what she calls "shared custody." She tells why and delineates the steps parents and children need to take in order for it to work out.

Part IV. Articles for Professionals

Anthony, E.J. "Children at Risk from Divorce: A Review." *The Child in His Family,* ed. E.T. Anthony and C. Koupernils, New York: Wiley, 1974.

Cantor, D.W. "School-Based Groups for Children of Divorce." *Journal of Divorce,* (1977), pp. 183-187.

Derdeyn, A.P. "Children in Divorce: Intervention in the Phase of Separation." *Pediatrics* 60, 1977, pp. 20-27.

Hetherington, E.M., M. Cox, R. Cox. "Divorced Fathers." *The Family Coordinator,* 1976, pp. 417-429.

Hozman, T.L. and D.J. Froiland. "Children: Forgotten in Divorce." *Personnel and Guidance Journal,* 5, 1977, pp. 530-533.

Jacobson, D.S. "The Impact of Marital Separation/Divorce on Children: Parent-Child Separation and Child Adjustment." *Journal of Divorce,* 1, 1978, pp. 341-360.

Jones, F.N. "The Impact of Divorce on Children." Conciliation *Courts Review,* 15, 1977, pp. 25-29.

Kelly, J.B. and J.S. Wallerstein. "Brief Interventions with Children in Divorcing Families." *American Journal of Orthopsychiatry,* 47, 1977, pp. 23-29.

Kelly J.B. and J.S. Wallerstein. "The Effects of Parental Divorce: Experiences of the Child in Early Latency." *American Journal of Orthopsychiatry,* 46, 1976, pp. 20-32.

Magrab, P.R. "For the Sake of the Children: A Review of the Psychological Effects of Divorce." *Journal of Divorce,* 1, 1978, pp. 233-245.

McDermott, J.F. "Parental Divorce in Early Childhood." *American Journal of Psychiatry,* 124, 1968, pp. 1424-1432.

Norton, A.J. and P.C. Glick. "Marital Instability: Past, Present and Future." *Journal of Social Issues,* 32, 1976, pp. 5-20.

Nye, F.I. "Child Adjustment in Broken and in Unhappy Unbroken Homes." *Marriage and Family Living,* 19, 1957, pp. 356-361.

Wallerstein, J.S. and J.B. Kelly. "Divorce Counseling: A Community Service for Families in the Midst of Divorce." *American Journal of Orthopsychiatry,* 47, 1977, pp. 4-22.

Wallerstein, J.S. and J.B. Kelly. "The Effects of Parental Divorce: Experience of the Preschool Child." *Journal of Child Psychiatry,* 14, 1975, pp. 600-616.

Wallerstein, J.S. and J.B. Kelly. "The Effects of Parental Divorce: Experience of the Child in Later Latency." *American Journal of Orthopsychiatry,* 46, 1976, pp. 256-269.

Westman, J.C. and D.W. Cline. " Role of Child Psychiatry in Divorce." *Archives of General Psychiatry,* 23, 1970, pp. 416-420.

Wilkinson, G.S. and R.T. Beck. "Children's Divorce Groups." *Elementary School Guidance and Counseling,* 26, 1977, pp. 204-213.

Part V. Journals

Journal of Divorce. Editor: Esther O. Fisher. Haworth Press, 174 Fifth Ave., New York, NY 10010.

The Single Parent: The Journal of Parents Without Partners, Inc. Editor: Barbara Chase. Parents Without Partners, Inc., International Headquarters, 7910 Woodmont Ave., Bethesda, MD 20014.

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